

Skills and Dispositions Linked to Global Competency: An Initial List

Certain factors like the terrorist attacks of 9.11, the spread of SARS, and the rapid expansion of global markets have convinced most everyone that our schools need to help all students develop "global competencies." The key question is, what skills and habits of mind contribute to the development of such competencies? Given that little research has been devoted to answering this question*, one can only consult with the experts and thereby develop tentative lists to guide teachers, schools, and educational policy makers on this issue.

We hope your participation in *Preparing Our Students for a Place in the World* will help you expand and modify these lists.

I. Knowledge and Skills that Contribute to Developing Global Competency

- Understands global systems and their connectedness;
- Has a general knowledge of world history, world literature, and world events;
- Understands the basic principles of economics, anthropology, demography, and geography;
- Understands ongoing global issues like deforestation, global health, AIDS, and terrorism;
- Is familiar with the major cultural regions of the world;
- Knows at least one other culture or country well;
- Is competent in at least one foreign language;
- Is able to work and network with persons from different national, linguistic, religious, and racial backgrounds;
- Is fluent with modern research and communication technologies.

II. Habits of Mind that Contribute to Developing Global Competency

- Relates one's own life to an expanded global consciousness;
- Seeks out opportunities to meet people with different cultural backgrounds;
- Easily understands situations from multiple perspectives;
- Enjoys solving problems by leaping across academic domains and cultural differences;
- Is committed to lifelong, global learning;
- Is flexible, resourceful and willing to take risks.

Sources

Levine, Michael H. *Putting the World into Our Classrooms* (April, 2005). New York: Progressive Policy Institute. http://www.ppionline.org/documents/intledu_0413.pdf

Leszotarski, Paula. *Issues in Global Ed Initiatives in the Community College* (Summer, 2001). An ERIC Brief. http://findarticles.com/p/articles/mi_m0HCZ/is_1_29/ai_77481464

*Suárez-Orozco, M.M. & Baolian Qin-Hilliard, D., eds. *Globalization: Culture and Education and the New Millennium*. Chapter One. <http://www.ucpress.edu/books/pages/10166/10166.ch01.html>

Partnership for 21st Century Skills

The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child's success as a citizen and worker in the 21st century. The Partnership encourages schools, districts and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

<http://www.21stcenturyskills.org/>

Framework for 21st Century Learning

Full text available at:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=255&Itemid=121

Core Subjects (as defined by NCLB)

- English Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics
- Government
- Economics
- Arts
- History
- Geography

21st Century Content

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness

Learning and Thinking Skills

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Information and Communication Literacy

- Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning. *(Check website above for extensive listing.)*

Life Skills

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Learning for the 21st Century: A Report and Mile Guide for 21st Century Skills

Full text available at:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=29&Itemid=42

Global Learning Skills

Information and media literacy Skills – Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media. Understanding the role of media in society.

Communication skills – Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.

Critical Thinking and Systems Thinking – Exercising sound reasoning in understanding and making complex choices, understanding and making complex choices, understanding the connections among systems.

Problem identification, formulation and solution – Ability to frame, analyze and solve problems

Creativity and Intellectual Curiosity – Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.

Interpersonal and collaborative skills – Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy, respecting diverse perspectives.

Self direction – Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.

Accountability and Adaptability – Exercising personal, workplace and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

Social responsibility – Acting responsibly with the interests of the larger community in mind; and demonstrating ethical behavior in personal, workplace and community contexts.

North Central Regional Education Lab (Learning Point Associates)

Global Awareness: The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe

Students who are globally aware:

- Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.
- Understand that these interconnections can have both positive benefits and negative consequences.
- Understand the role of the United States in international policies and international relations.
- Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities. Understand how national cultural differences impact the interpretation of events at the global level.
- Understand the impact of ideology and culture on national decisions about access to and use of technology.
- Participate in the global society by staying current with international news and by participating in the democratic process.

Synopsis of objectives for students for the 21st Century
From Guidelines for Global and International Studies Education:
Challenges, Culture, Connections
 Full text available at www.globaled.org
 American Forum for Global Education

Global Issues, Problems, Challenges		
Knowledge Objectives	Skills Objectives	Participation Objectives
<p>Students will:</p> <ul style="list-style-type: none"> • Know and understand that global issues and challenges exist and affect their lives. • Study at least on global issue in-depth and over time. • Understand that global issues and challenges are interrelated, complex, and changing, and that most issues have a global dimension. • Be aware that their information and knowledge on most global issues are incomplete and that they need to continue seeking information about how global and international issues are formed and influenced 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the techniques of studying about global issues, problems, and challenges (learn how to learn about global issues) • Develop informational literacy about global issues and challenges – discriminate, evaluate, select and respond to useful and relevant data) • Develop the ability to suspend judgment when confronted with new data or opinions that do not coincide with their present understandings or feelings. 	<p>Students will:</p> <ul style="list-style-type: none"> • Approach global issues, problems and challenges neither with undue optimism nor unwarranted pessimism. • Develop a sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue or challenge.
Culture and World Areas		
Knowledge Objectives	Skills Objectives	Participation Objectives
<p>Students will know and understand:</p> <ul style="list-style-type: none"> • At least one other culture in addition to their own, and should study the culture(s) in depth and from many points of view. • Will have a general knowledge about the major geographic and cultural areas of the world and the issues and challenges that unite and divide them. • That members of different cultures view the world in different ways. • That cultures change. • That there are universals connecting all cultures. • That humans may identify with more than one culture. • That culture and communication are closely 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze and evaluate major events and trends in culture and how these changes may have an impact on peoples lives. • Examine cultures in the world and recognize some interconnections with their lives and how they may have an impact on the US and its citizens. • Compare and contrast diverse cultural points of view and try to understand them (listening and respect). • Examine the common and diverse traits of other cultures as a first step toward the skill of working with others who have different points of view. • Be able to accurately 	<p>Students will:</p> <ul style="list-style-type: none"> • Appreciate the study of other cultures. • Listen and be open to the values and opinions of others. • Seek to communicate with people from other cultures. • Demonstrate an appreciation of universal human rights.

<p>connected</p> <ul style="list-style-type: none"> • That cultures cross national boundaries • That cultures are affected by geography and history. 	<p>communicate a concern, position, or value from another culture.</p>	
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The United States and the World: Global Connections

Knowledge Objectives	Skills Objectives	Participation Objectives
<p>Students will:</p> <ul style="list-style-type: none"> • Identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically and ecologically. • Know and understand that global interconnections are not necessarily benign, but have both positive and negative consequences in the US. • Know and understand the United States' role in international policies and relations, particularly since World War II. 	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize, analyze and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the US today. • Recognize, analyze, and evaluate interconnections of local regional issues with global challenges and issues, and recognize, analyze and evaluate how local communities contribute to or help resolve global issues. • Recognize, analyze and evaluate the interconnections between their lives and global issues – link between their daily actions and how those actions-or inaction-influence global phenomena. • Generate alternative projections for the future and weigh potential future scenarios. 	<p>Students will:</p> <ul style="list-style-type: none"> • Value participation in the democratic process and understand that through participation, citizens affect government policies. • Be able to tolerate ambiguity. • Read newspapers and other print materials and view media that relate to intercultural and international topics, and actively respond.